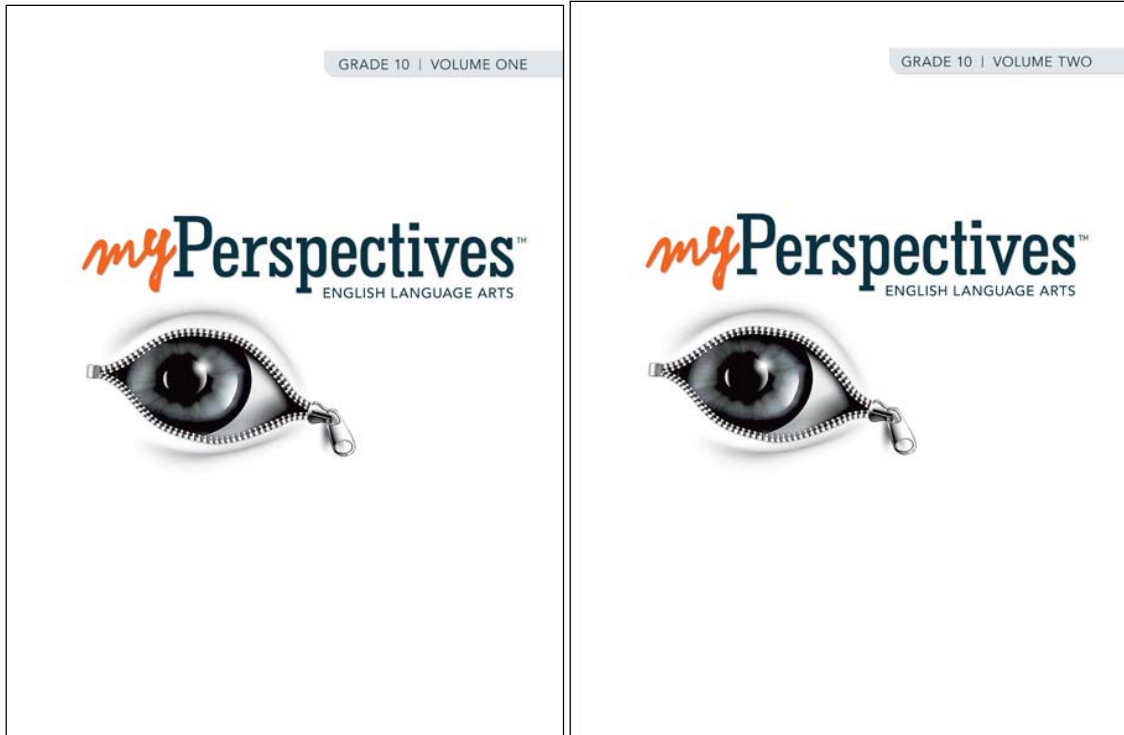


## A Correlation of



**Grade 10, ©2017**

To the

**Pennsylvania Core Standards  
English Language Arts  
Grade 10**

**A Correlation of myPerspectives ©2017, Grade 10 to the  
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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Pennsylvania Core Standards English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title.

*myPerspectives™ English Language Arts* is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Pennsylvania Core Standards English Language Arts Grade 10	myPerspectives, ©2017 Grade 10
<b>Grades 9–10</b>	
<b>1.2 Reading Informational Text</b> <b>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>	
Key Ideas and Details - Main Idea	
<b>CC.1.2.9–10.A</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  L.N.1.3.1 L.N.1.3.2 L.N.2.3.3	<b>SE/TE:</b> Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Analyze the Text, 242, 278, 288, 315, 476, 640; Summary, 8, 132, 264, 368, 498, 662
Key Ideas and Details - Text Analysis	
<b>CC.1.2.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	<b>SE/TE:</b> Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Infer, 188, 288, 296; Analyze the Text, 57, 315, 476; Read It, 291 <b>TE only:</b> Conclude (examples), 51, 53, 54, 91, 94, 137, 234, 237, 238, 240, 269
<b>CC.1.2.9–10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3	<b>SE/TE:</b> Analyze the Text, 96; Read It: Structure, 230; Analyze Craft and Structure: Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Literary Nonfiction, 427; Feature Story, 477; Literary Nonfiction, 799

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Craft and Structure - Point of View	
<p><b>CC.1.2.9–10.D</b> Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>L.N.2.3.6</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Persuasive Techniques, 641 <b>TE Only:</b> Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595</p>
Craft and Structure - Text Structure	
<p><b>CC.1.2.9–10.E</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Literary Nonfiction, 799; Author’s Style: Word Choice/Details, 428; Sentences, 478</p>
Craft and Structure - Vocabulary	
<p><b>CC.1.2.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.N.1.1.4</p>	<p><b>SE/TE:</b> Author’s Style: Sentence Variety, 230; Word Choice, 428; Conventions: Rhetorical Devices, 291; Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Domain Vocabulary, 98</p>
Integration of Knowledge and Ideas - Diverse Media	
<p><b>CC.1.2.9–10.G</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>L.N.2.2.3</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Seminal Documents, 289; Inaugural Address (Media/Video), 294–296; Comparing Text to Media: Interview, 318–321</p>
Integration of Knowledge and Ideas - Evaluating Arguments	
<p><b>CC.1.2.9–10.H</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Author’s Claims, 97; Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Author’s Purpose, 316; Analyzing the Text, 242</p>

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Integration of Knowledge and Ideas - Analysis Across Texts	
<b>CC.1.2.9–10.I</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	<b>SE/TE:</b> Analyze Craft and Structure: Seminal Documents, 279, 289
Vocabulary Acquisition and Use	
<b>CC.1.2.9–10.J</b> Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3	<b>SE/TE:</b> Word Network, 7, 131, 263, 367, 497, 661; Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Concept Vocabulary, 50, 56, 90, 96, 100, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 418, 426, 430, 470, 476, 634, 640, 738, 742, 746, 786, 798; Media Vocabulary, 82, 88, 186, 188, 294, 296, 318, 321, 344, 402, 406; Domain Vocabulary, 98
<b>CC.1.2.9–10.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.  L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4	<b>SE/TE:</b> Context Clues, 224, 226, 324, 424, 430, 470, 472, 473, 624, 746, 786, 790, 796; Concept Vocabulary (informational), 50, 56, 90, 96, 100, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 418, 426, 430, 470, 476, 634, 640, 738, 742, 746, 786, 798; Multiple-Meaning Words, 332

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Range of Reading	
<p><b>CC.1.2.9–10.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 290, 224, 232, 268, 282, 308, 418, 470, 634, 738, 786; Independent Learning: First-Read Guide: 118, 250, 354, 484, 648, 806, Close-Read Guide: 119, 251, 355,485, 649, 807</p> <p><u>Literary nonfiction and informational text selections include the following:</u> How to Tell You’re Reading a Graphic Novel-In Pictures, 50; The Dream Collector, 82; Why Do Some Brains Enjoy Fear?, 90; Franz Kafka and Metamorphosis, 186; Revenge of the Geeks, 224; Encountering the Other, 232; The “Four Freedoms Speech”, 268; Inaugural Address, 282, 288; Speech at the United Nations, 308; In La Riconanda, Peru, Searching for Beauty in Ugliness, 418; The Thrill of the Chase, 470; Let South Africa Show the World How to Forgive, 634; View From the Empire State Building, 738; The Neglected Senses, 786</p>
<p><b>1.3 Reading Literature</b> <b>Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b></p>	
Key Ideas and Details - Theme	
<p><b>CC.1.3.9–10.A</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of theme, 111; Symbol and Theme, 209; Development of Theme, 397; Speaker and Theme, 631; Analogies and Theme, 755; Oral Interpretation: Connect to the Theme, 401; Close Read the Text: Summarize, 722</p> <p><b>TE only:</b> Analyzing Theme, 712, Determine Theme, 214, Identify Theme, 328, Infer Theme, 686</p>

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<b>Key Ideas and Details - Text Analysis</b>	
<p><b>CC.1.3.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>L.F.1.1.1 L.F.1.3.1 L.F.2.1.2</p>	<p><b>SE/TE:</b> Cite Textual Evidence (Literary), 32, 44, 45, 78, 110, 180, 181, 208, 220, 332, 340, 382, 383, 397, 438, 457, 465, 531, 551, 569, 583, 584, 598, 611, 630, 699, 700, 722, 723, 754, 782; Infer, 32, 531, 551, 569; Analyze the Media, 321 <b>TE only:</b> Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147</p>
<b>Key Ideas and Details - Literary Elements</b>	
<p><b>CC.1.3.9–10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>L.F.1.1.3 L.F.2.3.1 L.F.2.3.4</p>	<p><b>SE/TE:</b> Author’s Style: Character Development, 80, 399; Characterization, 553; Writing to Sources: Character analysis, 400, 785; Analyze Craft and Structure: Characters, 397; Writing to Compare: Compare Characters, 469; Character Profiles, 613 <b>TE only:</b> Analyze Characterization, 70, 436, Analyzing a Dynamic Character, 717, Infer Character, 389, Infer Characterization, 106, Inferring a Character’s Values, 344, Interpreting Dynamic Characters, 695</p>
<b>Craft and Structure - Point of View</b>	
<p><b>CC.1.3.9–10.D</b> Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>L.F.2.3.6</p>	<p><b>SE/TE:</b> Author’s Style: Point of View, 112; Analyze Craft and Structure: Satire, 341; Narrative Structure, 458; Elements of Greek Tragedy, 723 <b>TE only:</b> Understanding Point of View, 793</p>
<b>Craft and Structure - Text Structure</b>	
<p><b>CC.1.3.9–10.E</b> Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Modern Gothic, 79; Modernism, 181; Poetic Forms, 221, 439; Literary Devices, 383; Narrative Structure, 458; Poetic Structures, 466, 552; Shakespeare’s Romances, 532; Dramatic Structure, 570, 584; Plot Structure, 599; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Plot, 783; Author’s Style: Poetic Forms</p>



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Craft and Structure - Vocabulary	
<p><b>CC.1.3.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.F.2.3.5 L.F.2.5.1</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Figurative Language, 333, 743, 755; Author’s Style: Diction and Syntax, 210; Imagery, 334; Word Choice, 553 <b>TE only:</b> Identify Figurative Language, 218, 337; Interpreting the Use of Figurative Language, 675, 764</p>
Integration of Knowledge and Ideas - Sources of Information	
<p><b>CC.1.3.9–10.G</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</p>	<p><b>SE/TE:</b> Media: Franz Kafka and Metamorphosis, 186–188; Speaking and Listening: Listen to Performance, 727; also see: Prepare to Compare, 48, 468; Analyze Craft and Structure: Poetic Forms, 439; Narrative Structure, 458</p>
Integration of Knowledge and Ideas	
<p><b>CC.1.3.9–10.H</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>L.F.2.2.2 L.F.2.4.1</p>	<p><b>SE/TE:</b> Author’s Style: Poetic Form, 222, 632; Prepare to Compare, 468, 612</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.3.9–10.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p><b>SE/TE:</b> Close Read the Text, 44; Word Study: Connotation and Denotation, 182, 438, 457; Analyze Craft and Structure: Figurative Language, 333, 743, 755; Author’s Style: Diction and Syntax, 210; Imagery, 334; Word Choice, 553; Concept Vocabulary (literary), 12, 34, 36, 46, 68, 78, 110, 136, 182, 200, 208, 212, 220, 332, 336, 340, 372, 384, 388, 398, 438, 442, 457, 460, 465, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 699, 702, 724, 754, 758, 782 <b>TE only:</b> Identify Figurative Language, 218, 337; Interpreting the Use of Figurative Language, 675, 764</p>

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<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>myPerspectives, ©2017 Grade 10</b></p>
<p><b>CC.1.3.9–10.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p><b>SE/TE:</b> Concept Vocabulary (literary), 12, 34, 36, 46, 68, 78, 110, 136, 182, 200, 208, 212, 220, 332, 336, 340, 372, 384, 388, 398, 438, 442, 457, 460, 465, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 699, 702, 724, 754, 758, 782; Analyze Craft and Structure: Modern Gothic, 79; Symbol and Theme, 209; Poetic Forms, 221; Literary Devices, 383; Poetic Forms, 439; Poetic Structures, 466, 552; Elements of Greek Tragedy, 723</p>
<p>Range of Reading</p>	
<p><b>CC.1.3.9–10.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Close-Read Guide, 119, 251, 355, 485, 649, 807</p> <p><u>Literary fiction selections include the following:</u> The Fall of the House of Usher, 12; House Taken Over, 36; Where Is Here?, 68; beware, do not read this poem; The Raven; Windigo, 100; The Metamorphosis, 136; The Doll’s House, 200; Sonnet, With Bird; Elliptical; Fences, 212; Caged Bird; Some Advice to Those Who Will Serve Time in Prison, 324, 334; The Censors, 336, 342; The Necklace, 372; Civil Peace, 388; Material World, 402; Avarice; The Good Life; Money, 430; The Golden Touch, 442; King Midas, 460; The Tempest, 510, 534, 554, 572, 586; En El Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection; Caliban, 604; They are hostile nations; Under a Certain Little Star, 624; Oedipus the King, 672, 702; Blind; The Blind Seer of Ambon; On His Blindness, 746; The Country of the Blind, 758</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Frankenstein, The Alchemist, Beloved, Things Fall Apart)</p>

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<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
Informative/ Explanatory	
<b>CC.1.4.9–10.A</b> <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</b>	<b>SE/TE:</b> Whole Class Performance Task: Write an Explanatory Text, 58–63; Write an Informative Essay, 298–303; Write an Informative Text, 408–413; Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Diary Entry (explanatory), 400; Paraphrase, 533
Informative/Explanatory - Focus	
<b>CC.1.4.9–10.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.  C.E.1.1.1	<b>SE/TE:</b> Whole Class Performance Task: Focus Your Ideas, 59; Tell the Story, 60; Develop a Main Idea, 299; Create Cohesion, 301; Internal Logic, 302; Write a Thesis, 409; Logical Organization, 412
Informative/Explanatory - Content	
<b>CC.1.4.9–10.C</b> Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.  C.E.1.1.2	<b>SE/TE:</b> Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Text, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Revising, 62; Writing to Sources: Movie Pitch, 184; Diary Entry (explanatory), 400; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358

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<b>Informative/Explanatory - Organization</b>	
<p><b>CC.1.4.9–10.D</b> Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>C.E.1.1.3 C.E.1.1.5</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Text, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Performance-Based Assessment: Informative Writing, 357–358, 487</p>
<b>Informative/Explanatory - Style</b>	
<p><b>CC.1.4.9–10.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li><input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Elements of an Informative Text, 408; Prewriting/Planning, 59, 409; Drafting, 60; Revising, 302, 412; Write It: Explain, 98; Writing to Compare: Comparative Essay, 293; Writing to Sources: Diary Entry (explanatory), 400</p>

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<b>Informative/Explanatory - Conventions of Language</b>	
<p><b>CC.1.4.9–10.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 63, 303, 413; Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Language Development: Conventions, 299, 393, 481; Revising, 302; Speaking and Listening, 387; Writing to Sources, 533; Handbook R57–R65</p>
<b>Opinion/Argumentative</b>	
<p><b>CC.1.4.9–10.G</b> <b>Write arguments to support claims in an analysis of substantive topics.</b></p>	<p><b>SE/TE:</b> WholeClass Performance Task: Write an Argument, 190–195; Write an Argument, 614–619; Writing to Sources: Argument, 184; Visual Analysis, 186; Response to Literature, 211</p>
<b>Opinion/Argumentative - Focus</b>	
<p><b>CC.1.4.9–10.H</b> Write with a sharp, distinct focus identifying topic, task, and audience. <input type="checkbox"/> Introduce the precise claim. C.P.1.1.1</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Write a Preliminary Thesis, 615; Organize Create Cohesion, 193, 617; Revising for Purpose and Organization, 194, 618; Your Ideas, 616; Visual Analysis, 186; Response to Literature, 211</p>
<b>Opinion/Argumentative - Content</b>	
<p><b>CC.1.4.9–10.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C.P.1.1.2 C.P.1.1.3</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191; Drafting, 616; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652</p>

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<b>Opinion/Argumentative - Organization</b>	
<p><b>CC.1.4.9–10.J</b> Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Sequence Your Ideas and Evidence, 192; Create Cohesion, 193, 617; Revising for Purpose and Organization, 194, 618; Write a Preliminary Thesis, 615; Organize Your Ideas, 616; Response to Literature, 211; Performance-Based Assessment: Argument, 253–255, 651–653</p>
<b>Opinion/Argumentative - Style</b>	
<p><b>CC.1.4.9–10.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li><input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Elements of an Argument, 190, 614; Revising, 194, 618; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652</p>

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<b>Opinion/Argumentative - Conventions of Language</b>	
<p><b>CC.1.4.9–10.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 195, 619; Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Language Development: Conventions, 299, 393, 481; Revising, 302; Speaking and Listening, 387; Writing to Sources, 533; Handbook R57–R65</p>
<b>Narrative</b>	
<p><b>CC.1.4.9–10.M</b> <b>Write narratives to develop real or imagined experiences or events.</b></p>	<p><b>SE/TE:</b> Whole Class Performance Task: Write a Nonfiction Narrative, 728–733; Writing to Sources: Narrative, 81; Poem, 335; Short Story, 441; Dialogue, 726; Performance-Based Assessment: Nonfiction Narrative, 809</p>
<b>Narrative Focus</b>	
<p><b>CC.1.4.9–10.N</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441; Performance-Based Assessment: Nonfiction Narrative, 809</p>
<b>Narrative Content</b>	
<p><b>CC.1.4.9–10.O</b> Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Prewriting/Planning, 729; Writing to Sources: Narrative, 81; Poem, 335; Short Story, 441</p>
<b>Narrative Organization</b>	
<p><b>CC.1.4.9–10.P</b> Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Vary Syntax, 731; Writing to Sources: Poem, 335; Short Story, 441</p>

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<b>Narrative Style</b>	
<b>CC.1.4.9–10.Q</b> Write with an awareness of the stylistic aspects of writing. <input type="checkbox"/> Use parallel structure. <input type="checkbox"/> Use various types of phrases and clauses to convey meaning and add variety and interest.	<b>SE/TE:</b> Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441
<b>Narrative Conventions of Language</b>	
<b>CC.1.4.9–10.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 733; Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Language Development: Conventions, 299, 393, 481; Revising, 302; Speaking and Listening, 387; Writing to Sources, 533; Handbook R57–R65
<b>Response to Literature</b>	
<b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<b>SE/TE:</b> Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Explanatory Text, 122–123; Argument, 254–255, 652–653; Informative Essay, 358–359; Create Cohesion: Quotations and Paraphrases, 617
<b>Production and Distribution of Writing - Writing Process</b>	
<b>CC.1.4.9–10.T</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>SE/TE:</b> Performance Task: Prewriting/ Planning, 59, 191, 293, 299, 409, 615, 729; Drafting, 60, 192, 293, 300, 410, 616, 730; Revising, 62, 194, 302, 412, 618, 732; Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Publishing and Presenting, 63, 195, 303, 413, 619, 733
<b>Technology and Publication</b>	
<b>CC.1.4.9–10.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<b>SE/TE:</b> Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Speaking and Listening: Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Present an Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Multimedia Presentation, 429



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<b>Conducting Research</b>	
<p><b>CC.1.4.9–10.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Conducting Research, R24–R33</p>
<b>Credibility, Reliability, and Validity of Sources</b>	
<p><b>CC.1.4.9–10.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643; Group Presentation, 745; Writing to Sources: Informative Essay, 358; Conducting Research, R24–R33; Research to Clarify &amp; Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797;</p>
<b>Range of Writing</b>	
<p><b>CC.1.4.9–10.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE/TE:</b> Performance Task: Write an Explanatory Text, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Text, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–744; QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 49, 293, 323, 469, 613; Writing to Sources, 81, 122, 184, 189, 211, 254, 297, 335, 358, 386, 400, 441, 488, 533, 602, 633, 652, 726, 785, 810</p>

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<b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>	
Comprehension and Collaboration - Collaborative Discussion	
<b>CC.1.5.9–10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>SE/TE:</b> Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801
Comprehension and Collaboration - Critical Listening	
<b>CC.1.5.9–10.B</b> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SE/TE:</b> Speaking and Listening: Group Presentation, 113; Debate, 185, 479, 603; Media Presentation, 231; Oral Presentation, 757; Present and Discuss, 426; Oral Presentation, 757, 801
Comprehension and Collaboration Evaluating Information	
<b>CC.1.5.9–10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<b>SE/TE:</b> Performance Task: Deliver a Multimedia Presentation, 350–351; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Media Presentation, 231; Multimedia Project, 407; Multimedia Presentation, 360; Research: Digital Presentation, 99; Group Presentation, 745; also see: Media, 82-89, 186-189, 402-407
Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	<b>SE/TE:</b> Performance Task: Present an Explanatory Text, 114–115; Present an Argument, 246–247; Deliver a Multimedia Presentation, 350–351; Present an Informative Text, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803; Speaking and Listening: Informational Graphic, 57; Media Presentation, 231; Multimedia Presentation, 360; Oral Interpretation, 400; Oral Presentation, 490, 757; Storytelling, 812; Discuss It, 125, 257; Speaking and Listening: Discuss, 189; Research: Presentation, 349

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<b>Presentation of Knowledge and Ideas - Context</b>	
<b>CC.1.5.9–10.E</b> Adapt speech to a variety of contexts and tasks.	<b>SE/TE:</b> Speaking and Listening: Visual Presentation, 89; Group Presentation, 113; Debate, 185; Research: Presentation, 349; Multimedia Presentation, 360; Dramatic Reading, 571; Debate, 602; Performance Task: Present an Explanatory Text, 114–115; Deliver a Multimedia Presentation, 350–351
<b>Integration of Knowledge and Ideas - Multimedia</b>	
<b>CC.1.5.9–10.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	<b>SE/TE:</b> Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 360; Oral Presentation, 801; Performance Task: Present an Explanatory Text, 114–115; Present an Argument, 246–247; Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Research: Presentation, 349; Multimedia Presentation, 429
<b>Conventions of Standard English</b>	
<b>CC.1.5.9–10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	<b>SE/TE:</b> Performance Task: Present and Evaluate, 115, 247, 351, 481, 645, 803; Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Language Development: Conventions, 299, 393, 481; Revising, 302; Speaking and Listening, 387; Writing to Sources, 533; Handbook R57–R65